| **Solving an Issue in Our Community** |
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| **Unit Overview** | **Instructional Guidance** |
| “Xanthene Sayles Norris' career as an educator and her commitment to public service have earned her a legacy that commands recognition and respect. Born in Winston Salem, North Carolina, Xanthene S. Norris grew up and attended the public schools in Greenville, South Carolina. She earned a Bachelor's Degree from Clark College in Atlanta, Georgia, and a Master's Degree from Furman University in Greenville, South Carolina. She is a retired educator, served as Greenville County teacher, high school counselor and adult education director. Presently, she is Greenville County Councilwoman, representing District 23, elected for five terms since 1997. Councilwoman Norris is Chairman Pro Tem of Greenville County Council” ([www.greenvillecounty.org](http://www.greenvillecounty.org)). This unit will have students evaluate a fictional text in order to demonstrate their understanding of how civic dispositions encourage people to work together. Students will collaborate to create a plan to solve a local issue.  |  |
| **Skill Emphasis at a Glance** | **Instructional Guidance** |
| * Students will learn to use inquiry to demonstrate their understanding through a collaborative plan.
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| **Standards at a Glance** | **Instructional Guidance** |
| * 1.CG.1 – Demonstrate how civic dispositions encourage citizens with diverse beliefs and backgrounds to work together for a common goal.
* 1.CG.4 – Collaborate with others to identify, resolve, and communicate resolutions on a local or state issue.
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| **Resources and Materials** | **Instructional Guidance** |
| * Green Green: A Community Gardening Story by Marie Lamba and Baldev Lamba
* [Xanthene Norris](https://www.greenvillecounty.org/Council/CouncilMember.aspx?m=XantheneNorris), Greenville County Board Members website
* [Worlds of Wisdom: Xanthene Norris](https://towncarolina.com/article/worlds-wisdom/), Town Carolina
* Computers with internet access
* Google Slides
* Lined paper
* Writing utensils
* [SC African American History Calendar 2020](https://scafricanamerican.com/wp-content/uploads/2019/10/scde_10722_01_2020_African_American_History_Calendar_For_web_09.pdf)
 | Recommended supplementary texts:* Maybe Something Beautiful,Isabel Campoy
* It Takes a Village, Hillary Rodham Clinton
* The Lemon Tree, Katherine Graham
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| **“I Can…” Statements** | **Instructional Guidance** |
| * I can demonstrate compassion, cooperation, and respect in order to work together with my classmates on a plan.
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| **Lesson Sequence** | **Instructional Guidance** |
| * Students will be introduced to the words compassion, cooperation, and respect. Teacher could use a graphic organizer in a writing journal to do this. Students should interact with the definition of the words in a way that is meaningful, so they begin to understand the terms.
* The teacher will read Green Green: A Community Gardening Story to the class. Using a large piece of paper or a smart board, ask students to discuss examples of cooperation, compassion, and respect in the story. An overarching question could be “How were compassion, cooperation, and respect demonstrated in the story?” This could be done as a whole class or in small groups. Students could create their own graphic organizer for the paper or the teacher could provide it depending on need. The teacher will monitor the discussion(s) and ask leading questions to encourage inquiry.
* The teacher will introduce Xanthene Norris to the class. This could be done in a mini-lecture using information from the SC African American History Calendar 2020 or a web search on the projects she has been involved in as a member of County Council. The teacher will ask students how someone like Xanthene Norris uses compassion, cooperation, and respect to do their job? The teacher will facilitate the discussion and lead students with questions as necessary. Students will use their journal to make a list of concerns they have in their school. The teacher will prompt students with examples and ask leading questions. Students will compile a master list in small groups of all their concerns. Ask students to identify concerns that are the same and circle them. The students will then individually rank each of the circled concerns in order of importance to them. Students will share their rankings and come to a consensus about which concern is most important. The teacher may need to assist and do the ranking process more than once in order to help the students choose one concern to focus on.
* Once a concern is chosen in each group, the teacher will guide the students to collaboratively plan a solution. For example, if the concern is “we don’t have a garden,” the students will work together to plan to create a garden at their school. The teacher will need to group students together in a way that recognizes their strengths and gives them ample opportunity to contribute to the final product. Some examples of the final product are a video, a poster, or a Google Slides presentation. Students will be given a template and models for what writing is expected.
* The teacher will create lessons that include time for research and provide examples of schools with similar problems. Students should be investigating all aspects of the problem while the teacher assists them in understanding any parameters or limitations to their plan. While monitoring students, teachers may notice that mini-lessons in reading or writing skills may be necessary. Teachers will provide a variety of texts about community, teamwork, cooperation, and problem-solving that students can interact with independently or as a small group. Read alouds should be chosen from this selection of texts during the unit.
* Teachers will set aside time for workshopping and presentation development so that students can create and practice to display best work. Teachers will provide a time of evaluate for an authentic audience that reaches beyond the classroom.
 | * For example, the teacher could ask the students to explain in a few sentences a time the student showed compassion, used cooperation, and had respect for someone else in their journal. Sentence stems could be used and the teacher should model what is expected.
* Example questions:
	+ What would happen if this character did not use respect?
	+ How do you know that this character used compassion?
* Recognizing limitations that teacher could encounter in doing this unit, teachers should use their judgment in whether students actually begin to implement their plan or not. Remember the goal of the unit is collaboratively creating a plan to solve a problem that the students care about.
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References

South Carolina Social Studies College and Career Ready Standards 2020

“County of Greenville, SC.” *Www.GreenvilleCounty.org*, https://www.greenvillecounty.org/Council/CouncilMember.aspx?m=XantheneNorris.